GENERAL LIBRARY
UNIV. OF MICH.
JAN 27 1931

Quit Knocking the One-Teacher School—By M. M. Guhin

JOURNAL OF EDUCATION

A WEEKLY FOR SCHOOL EXECUTIVES AND TEACHERS

Boston, Mass.
Vol. CXIII, No. 4

January 26, 1931

Ten Cents a Copy
By the Year, $3.00

Fletcher, Smith and Harrow's
Beginning Chemistry

$1.60

Laboratory Manual

$0.76

SCIENTIFIC in method, modern in treatment, refreshing in style, and simple and clear in language. Takes up only a comparatively few elements which are of great value because of their application to everyday life. Places very special emphasis on the electron theory, which is introduced early (in Chapter VII) and is used in every following chapter.

Teacher's Manual and Key
$1.20

AMERICAN BOOK COMPANY
New York *Cincinnati* *Chicago* *Boston* *Atlanta*

Students and teachers like

A GENERAL SCIENCE WORKBOOK

LAKE — WELTON — ADELL

"We were delighted with it," writes an Ohio Superintendent.* "Our boys and girls are just 'eating up' the experiments, and are getting a much broader knowledge of the subject than they ever have before."

And a California teacher* writes: "It so stimulates and holds the interest of our pupils that for the first quarter of this school year we have had no failures in General Science, and our standards have been raised."

* Name on request.

Write for particulars.

SILVER, BURDETT AND COMPANY

New York Newark Boston Chicago San Francisco

Copyright, S. B. & Co., 1930

Just Published

LA SALLE

By ROSS F. LOCKRIDGE

Author of A. Lincoln and George Rogers Clark

Here is an intimate and dramatic history of a great adventurer. La Salle is one of the chief heroes of early wilderness exploration. In attempting to establish defensive military posts and fur-trading stations along the Mississippi and its tributaries, he covered thousand of miles of wilderness trails. Mr. Lockridge has gone into the actual sources for the detailed story of La Salle's romantic career. The story of the toils and achievements of this plumed knight of France is an important and thrilling one.

Illustrated. Price $1.40

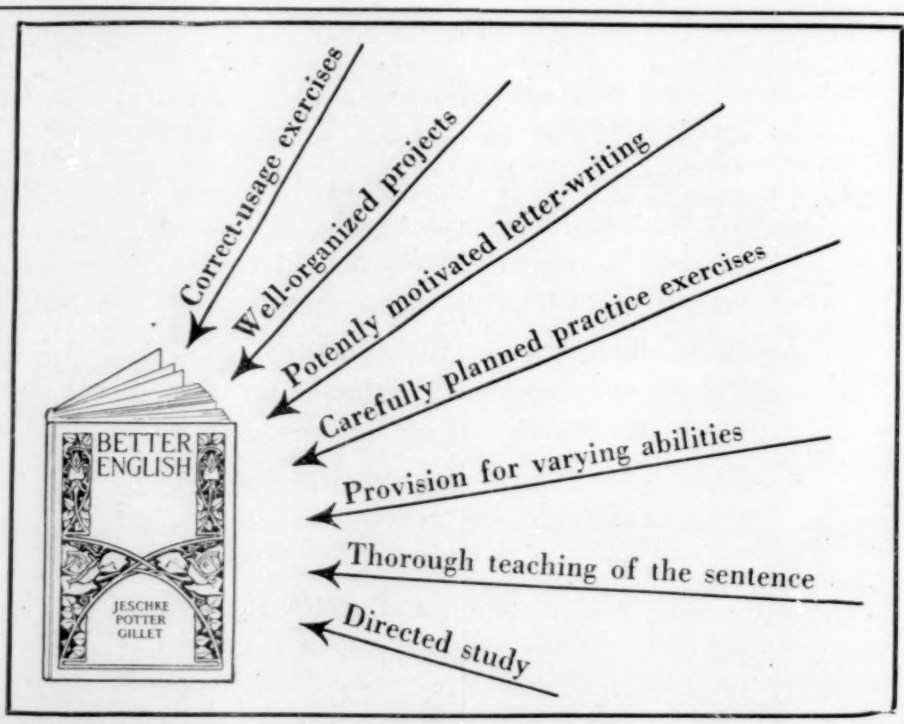
Send for further information

WORLD BOOK COMPANY

Home Office: Yonkers-on-Hudson, New York

14 Beacon Street, Boston 2126 Prairie Avenue, Chicago

Also Atlanta, Dallas, San Francisco, Portland, and Manila



Teachers who want books that are self-starting and self-running, well-graded, and amply supplied with habit-forming drills, practice, and projects, are choosing Better English. New descriptive circular No. 584.

GINN AND COMPANY

Boston New York Chicago Atlanta Dallas Columbus San Francisco

JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
ISOBEL R. LAY, MANAGING EDITOR

CONTENTS FOR JANUARY 26, 1931

EDITORIALS:—
Education Values of 1930 87
Ingrained Tendencies 87
Counseling and Guidance 88
The Goucher Venture 88
Eliza A. Blaker 88
School Business 88
Los Angeles and Adult Education 88
THREE FAMOUS SCHOOL BOARD MEMBERS 89
By Albert E. Winship
BELDING'S PAGE 90
The Tools at Hand 90
Teachers Taking Courses 90
Oiled Bearings 90
QUIT KNOCKING THE ONE-TEACHER SCHOOL 91
By M. M. Guhin
A HIGH SCHOOL PHYSICAL PROGRAM 93
By R. S. Hicks
BIG JOB FOR BIG MEN 95
By William C. T. Adams
TRADE ROUTES HAVE MADE HISTORY 95
By Jacques W. Redway
MASS PRODUCTION AND THE BOY 97
By O. H. Benson
THANKS FOR A GLORIOUS TIME 98
By Arthur Dean
PERSONAL AND PROFESSIONAL 99
CHARACTER CHATS 100
By Joseph B. Egan
The Heroism of Enoch Ward 100
Take It With a Grain of Salt 100
Character Shows 100
The First Cigarette 101
Stars 101
THE BOOK TABLE 102
EDUCATION IN ACTION 103
GRINS BETWEEN GRINDS 106
NEW WORLD LANGUAGE 106
READING GAINS IN ENGLAND 106
DRIVE IN AID OF COUNTRY SCHOOL 107
MUST HAVE GOOD MARKS 107

JOURNAL OF EDUCATION: Founded 1875. Published Weekly (except August) by New England Publishing Company, Six Beacon Street, Boston. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c.; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

Indexes to Journal of Education are published annually with the last issue in December. The contents are also indexed in the Education Index.

Editorials

Education Values of 1930

A FRIEND, whom I would gladly serve in any way I could, greeted me on New Year's day with this:—

"Will you, please, give me, in your opinion, the five leading or most important world-wide events or happenings in the educational field during the year 1930?"

It would be just as sensible to try to tell a man what the price of American Telephone and Telegraph stock was in 1930, or the price of wheat in 1930.

Only a bunco steerer would claim to set a value on anything in education, old or new, created in 1930.

There has been great depression in the unemployment of brains in education and on our employment of opinions without brains.

Detroit plans thirty-six new school buildings in 1931. Isn't that the record for any year anywhere?

Ingrained Tendencies

SCIENTIFIC adventures are becoming interesting to the common man. For instance, Dr. A. A. Schaeffer of the University of Kansas has discovered that there is a definite connection between sex distinction and the ingrained tendency of men lost in the woods to walk in circles.

Dr. Schaeffer says the relation of sex to circling applies alike to plants, animals and men.

The circling tendency is divided into right turning propensity and the other into left turning propensity. So in sex, one class reproduces without sex, the other reproduces sexually.

Whatever causes the difference in turning in a circle causes the difference in sex production.

The lower orders of life turn in one direction and the higher orders in the other direction.

While plants don't walk in circles some have a twist to the right and the others a twist to the left.

Dr. Schaeffer has been studying these differences for twelve years, and has covered 40,000 species of plants, animals, and blindfolded human beings.

"Ingrained tendencies" certainly have some scientific history behind them, and this line of investigation opens a new opportunity for popular appreciation of scientific research.

Counseling and Guidance

THE Detroit Program on Counseling and Guidance, under the leadership of Edward Rynearson of Pittsburgh, will have the latest information and inspiration on counseling and guidance.

It is no secret that the fame of Pittsburgh's achievement in the many phases of counseling and guidance has been due to the leadership and spirit of Dr. Rynearson, who has grouped an assistant state superintendent, four superintendents of city schools, two assistant superintendents of city schools, one county superintendent of schools, and two men from university schools of education.

Never has there been such discrimination in covering the entire field in any functioning of modern education so far as my observation goes. Each of these nine men in the five responsibilities is a leader in his field.

The State Department of New York, city superintendents from California, Louisiana, Ohio, and Pennsylvania, assistant city superintendents, Pennsylvania, county superintendent from North Carolina, John M. Brewer of Harvard, and Harry Dexter Kitson of Teachers College, make a complete representation of achievements in counseling and guidance.

The Goucher Venture

PRESIDENT DAVID A. ROBERTSON, of Goucher College, proposes an heroic adventure in secondary education. He will make it possible for especially talented or ardently studious seniors in the Baltimore high schools to enter the sophomore class in Goucher College.

This will succeed from the start because of the administrative professional spirit of the Baltimore schools. This is an interesting solution of one of the major problems of secondary education.

Eliza A. Blaker

FOR forty-four years—1882 to 1926—Eliza A. Blaker was a vital education institution of Indianapolis, and from 1886 it was our pleasure to know of her professional devotion and eminent success in the creation and promotion of the kindergarten spirit and the ultimate establishment of "Teachers College of Indianapolis," which, with the assistance of Emma Colbert, dean, increased its professional enrollment from 945 in 1921 to 1,403 in 1926, when Dr. Eliza A. Blaker passed on, and left a memorial such as no other woman educator has created through single-handed leadership in city and state.

For twenty years Eliza A. Blaker carried all financial, administrative and professional responsibility without a building of her own. After 1902, through the consecrated effort of devoted friends, a building worthy of the institution was erected, and other buildings have since been added to the college group.

Upon the twenty-fifth anniversary of this remarkable institution the name was changed to "The Teachers College of Indianapolis," which placed it in the rank of professional schools.

Dr. Blaker's main interest was the kindergarten, but with the re-creation in 1907 she broadened the spirit and program to include other phases of modern education.

The Teachers College of Indianapolis is taking long strides forward in being a worthy memorial for its creator.

School Business

H. L. MILLS, business manager, Houston, Texas, has marshaled a member of a Board of Education of California, an assistant superintendent of schools of Louisiana, a city school business agent from Iowa, and a representative of Teachers College, to discuss intelligently modern education school business at the Detroit meeting.

Los Angeles and Adult Education

A LONG stride has been made in adult education by Los Angeles. The city always attacks every problem heroically, progressively, and sanely. No city has a greater variety of problems of adult illiteracy than has Los Angeles. The Mexicans have come in swarms. Every island of the Pacific and South Seas finds a way to add to the problem, as does every state on the Gulf and Atlantic Coast.

Harry M. Shope, assistant superintendent, assembled the greatest array of practical experts on adult illiteracy ever consulted on any special problem in education. The director of the Americanization Department of the city schools with two of her assistant supervisors, and Jeanette Wrottenberg Bachrach, specialist in adult education, devoted themselves to the solution of this vital problem under the guidance of the state chief of the Division of Adult Education.

"Useful English for Beginners," by the specialist in Adult Education (F. A. Owen, Dansville, N.Y.) approaches the problem attractively.

Men and women like to take advertisements in a daily paper and encircle the words they know. That is an incentive to learn new words of themselves.

This book appeals to intelligent adult illiterates. [See Review on Book Page.]

Three Famous School Board Members

By ALBERT E. WINSHIP

LEWIS W. POWELL, KENOSHA, WISCONSIN

KENOSHA, the third city in population in Wisconsin, has been a leader in education and socio-civic activities through education.

Lewis W. Powell, who has been president of the school board for nine years, is an outstanding personality in the promotion of the best citizenship in city, county, and state.

Mr. Powell is a native of Kenosha County, born on a farm nearly fifty years ago. After completing the rural school education of forty years ago he graduated from the Whitewater, Wisconsin, State Normal School, and taught twelve years. He was a typical enthusiastic, progressive, professional schoolmaster of the closing years of the nineteenth century, inspiring personality, especially in the youth of the county.

At about thirty years of age he graduated from the Marquette University law school, and established himself as a lawyer in Kenosha. From the first he was an heroic champion of the best things in public life.

For four years he was district attorney of Kenosha County, and more than one hundred saloons in the county were padlocked during his administration. Such rigid enforcement of the law led to the bombing of his residence two years ago. Fortunately no lives were endangered, and in the famous election on November 4, 1930, Mr. Powell, president of the City Board of Education, was elected to the Legislature as a champion of law enforcement.

Mr. Powell is an attractive and everyway effective public speaker. Rarely has any lawyer served so many noble interests as uniformly and influentially as has Lewis W. Powell in the third largest city in Wisconsin.

W. W. GAINES, ATLANTA, GEORGIA

W. W. GAINES, president of the Atlanta school board, has been a member of that board for ten years, and has practiced law in that city for more than twenty years.

Mr. Gaines is a native of Kentucky and a graduate of Washington and Lee University.

For ten years Mr. Gaines has visited every classroom of every school in the entire city. This means more than 1,800 visits each year, or practically 18,000 in the ten years. Has any other school board member ever attempted anything approaching this?

These visits are anticipated as important as the Christmas holiday.

Mr. Gaines is as devoted to every detail of education as to the visits to the schools.

He is the author of "The Teachers' Salary Schedule." Has always championed every measure in the interest of teachers and pupils that the city could by any possibility afford.

The ten years that Mr. Gaines has been on the school board Atlanta has increased its commercial, civic, and educational importance miraculously, and Mr. Gaines has been a vital factor, as a lawyer and publicist, in all phases of the city's progress.

Mr. Gaines has added materially to the achievements of Superintendent Willis A. Sutton's administration.

MRS. KATHERINE H. RYCKMAN, OSHKOSH, WISCONSIN

OSHKOSH, Wisconsin, has had an interesting and important record in creative education. For nearly half a century the State Teachers College and the State Normal School that preceded it have had principals of high national influence, and the city schools have always kept step with the professional leadership of the state institution.

Mrs. Katherine H. Ryckman, president of the city school board for the last four years, and member of the board for ten years, has had an experience which I have known no other president of a city board of education to equal.

Mrs. Ryckman has been teacher or member of the city board of education for forty-three years, which compasses the time all of the famous principals of the State School and College have functioned.

Before her marriage Mrs. Ryckman was a teacher in the city for a third of a century. As a member of the city school board she has kept the pace of progress wonderfully. She is especially the promoter of music, drawing, and physical education, keeping the city in the front rank of progress in all modern movements in community service.

Belding's Page

The Tools at Hand

IN MANY agricultural states and sections the movement for consolidation of schools has been halted, for the present at least, by adverse economic conditions.

This fact allows for careful evaluation of the consolidated school as against the adequately equipped and properly taught one-room school. Advocates of the small-unit school are by no means few or hesitant to express—as M. M. Guhin of South Dakota does in this issue of the Journal of Education—their views in this matter.

One thing is perfectly clear, namely, that in every community which is dependent upon the one-teacher school, and likely to be dependent upon it for some time to come, that school should be maintained at the highest possible level of effectiveness.

The merits of the one-teacher school at its best can scarcely be denied. Given a teacher of the right sort and a suitably constructed and equipped building, no school district need apologize for the results.

Consolidation has worked in many instances because it represented a big forward step which the community could be persuaded to take when it refused to do for its small and scattered schools the things essential to their best functioning.

There still remain tens of thousands of school districts which, for one reason or another, do not furnish adequate instruction to their boys and girls.

Such districts do not have to wait for consolidation before they can provide creditable schooling. If one avenue is closed, another avenue is open. And the responsibility rests squarely upon the shoulders of school officers and taxpayers, aided in many cases by the state, to make the most of the local school, both for the teaching of the children and as a centre of civic and social life and a source of mental uplift for the community.

Teachers Taking Courses

THE extent to which teachers themselves are turning scholars these times is as encouraging as it is amazing. No less than 421,000 teachers and school executives, or 45 per cent. of the public school faculties of the nation, were registered for special courses during the past year. Nearly half the teachers of America are thus seeking to improve their equipment for teaching.

That a good deal of this rush to summer schools and other opportunities of professional study is due to an artificially induced desire may not be denied. When professional credits are essential to the securing of higher salaries, there naturally ensues a sort of gold rush. Studying for credits is less creditable than studying for self-improvement. But even in studying for credits one may make creditable advances.

In whatever way it has come about, it is a tremendous fact that more than 400,000 teachers are subjecting themselves to their own medicine. This phenomenon puts an immense responsibility upon the teacher-teaching institutions to render the best service in their power to the cause of education. Teachers should not be disappointed in the quality of instruction furnished them. They ask for leadership, in order that they themselves may become better leaders. They are entitled to receive what they go after in that line.

Oiled Bearings

THE frictionless school isn't necessarily the noiseless school. Nor is it the school in which there are no differences of opinion—every such difference having been steam-rollered into the dust by an educational autocrat.

The frictionless school is one which runs with a minimum of creaking in the mechanism. No sand has been thrown into the bearings. And, what is still more important, situations which might cause friction have been anticipated and headed off.

A frictionless school is not one in which the principal has had the door hinges oiled so he can slip in and out without being noticed. His practice of gum-shoeing may be occasioning a great deal of friction, of the sort that consists in scornful disrespect or a feeling that the headmaster is a spy and an enemy instead of a sympathetic friend. Pupils and teachers alike may have this impression.

The minimum of friction is found where the maximum of good feeling, joy and mutual confidence has been created.

Holding the child's nose to a grindstone is obviously a matter of producing friction. Inspiring the child to undertake worthwhile tasks with happy enthusiasm—even though the school or the class may not appear to run like clockwork—eliminates the real friction and enables desired results to be accomplished without waste of energy.

Anson W. Belding

Associate Editor

Quit Knocking the One-Teacher School

By M. M. GUHIN
Aberdeen, South Dakota

Believing that the one-teacher school must continue for some years to be the backbone of rural education, the writer urges that the advantages of this type of school be recognized and developed to the utmost. Consolidation in many sections has been halted by the lack of funds. "Why not utilize the tool at hand?" Mr. Guhin asks.

UNDER present economic conditions in most farm states consolidation of rural schools is not a pertinent question and will not be for years to come. Advocacy of consolidation in South Dakota at this time would raise the question of the sanity of the advocate. In recent years there has been an actual loss in consolidation in that several farm communities have withdrawn from consolidated districts and re-established one-teacher schools. In view of the fact that there are about 150,000 one-teacher schools in America, and that there is no prospect that the number will be greatly reduced while the children now in the grades in these schools are completing their grade work, nor in most cases the next generation of grade children, it would seem that those interested in education should help rather than hinder the work of this institution—the only institution provided for the education of the majority of farm children.

No institution is helped by belittling it, ridiculing it, and regarding it as hopeless. The greatest weakness of the one-teacher rural school is the inferiority complex of its teachers and directors, and a lack of faith in its possibilities. This inferiority complex is the direct result of wholesale criticism by consolidation enthusiasts, who make statements such as these: "The one-teacher school is inefficient and a near outrage"; "The one-teacher school has a place in the Smithsonian Institution along with the flail and the ox cart," "The one-teacher school is a little building with little equipment, where a little teacher teaches little children little things for a little while." Is it any wonder that such pernicious and unfounded statements should result in leading teachers to consider employment in a city as a "promotion"? The deliberate effort to destroy faith in the *only* educational institution available to the great majority of farm children has done incalculable harm to rural education.

Consolidation, alone, is no assurance that rural education will be improved. As state director of rural education I inspected some consolidated schools housed in expensive buildings in which the work done did not compare with the work I saw in one-teacher schools. America is too prone to solve its problems by using *words*; a certain "system" is advocated as a miraculous panacea; a "law" will eliminate all evil; a "method" will cure all the inefficiencies in instruction! The success of a school is not measured in terms of the form in which the district is organized nor the *name* by which the school is known. The most vital factor in any school is a teacher with strong personality who knows the subjects she is teaching and how to teach them, and who considers citizenship training the big objective of the school. A teacher with initiative, resourcefulness, forceful personality, organizing ability, inspirational power, tact and an insatiable longing to mould the lives of children into nobler manhood and womanhood will have a good school whether it be in a little one-room building on South Dakota prairies, or in the centre of New York City. Moreover, there are certain inherent strengths in the one-teacher school which make it possible to have a *better* school in the former than in the latter case. These advantages have been almost wholly ignored in our near-fanatic advocacy of consolidation.

The one-teacher rural school approaches nearer to actual life conditions than any other school, city or consolidated. Life is not on a "grade-level"—it is "all mixed up." The average education in America is still less than an eighth grade level; the rural child, therefore, has eight years' experience in human contacts, parallel to those he will have as an adult. In the one-teacher rural school, as a lower grade pupil, he has unconsciously developed a certain deference to, and an imitation of more mature pupils; and in the higher grades he has developed an attitude of solicitude, a guidance and kindly protection towards the younger children. A recent magazine writer stated that "America's youth are too much on their own"—their ideals, ambitions, aims, conversations, amusements, standards of conduct, are too much determined by their "age-like" associates. This is not true of the one-teacher school pupils.

The one-teacher school is more nearly like family life. There may be families with eight, ten or twelve children of varying ages; but there is no family with eight, ten, or twelve of the *same* age. In short, the one-teacher school is more nearly like *life*, real life, than an "A first" or a "B second" grade room can possibly be. If there is the absence of truth in the statement that

"Education is a mode of living and thinking," the *way* children live is a vital factor in education.

The lower grade children in the one-room rural school profit daily by "listening in" to work in the higher grades. I never realized how much this "Pre-view work" means until I tried to find a class in the rural demonstration schools associated with Northern State Teachers College that knew absolutely nothing about decimals—needed for demonstration purposes in a methods class. I could not use *any* fifth or fourth grade class, and finally picked a weaker third grade. While doing some preliminary work with this class I was astounded at an interruption by little eight-year-old Anna Mae, "You forgot your decimal point." Replying to the question, "How do you know it *is* a decimal point?" she said: "I hear the sixth grade call it a decimal point." In showing history slides for the benefit of grammar grade pupils, I discovered that the first and second grade children were among my most attentive listeners!

Pupils in the higher grades are, unconsciously but constantly, reviewing work gone over by "listening in" to the lower grade recitations. Mastery of certain subject matter requires much review work; in the one-teacher school this review work is inevitable.

The children in the one-teacher school have opportunities to participate in things—games, rhetoricals, chorus work, debates, contests in school work, serving as officers or on committees of the Young Citizens League or other school organization—to a greater extent than city pupils. In the school program presented to the community, the general rule is that *every* child shall participate. Football and basketball are usually not feasible games for the one-teacher school; but for that matter the great majority of city children get only a "cheering" exercise in these games.

The one-teacher school promotes, in fact demands, *individual* effort of the pupil. At the worst the teacher cannot be talking to the class more than one-sixth to one-eighth of the time; the remaining time is spent at the study seats. Professor Thomas of Fresno says: "The goal of all teaching technique is whole-hearted self-activity of the pupil on the process upon which the desired outcome depends." There is no school in which this principle is more likely to function than in the one-teacher school conducted by a teacher who realizes that her task, primarily, is concerned with organizing, motivating, directing and checking work which the children do when *not* reciting.

In the one-teacher school the *individual* child is taught, not a "composite child" embodied in a "class." There is little "mass instruction" in the one-teacher school. The teacher is concerned about "John" or "Mary" rather than the "third grade" or the "eighth grade." The silent influence of an inspirational teacher who guides the destinies of the children, as entities, not merely in the acquiring of knowledge and skills, but in character development, is beyond our power to appreciate.

The one-teacher school is more than a school for children; it is a community centre which everyone in the community attends. In one of our schools it was found that the total number of "person-hours" spent at community meetings held semi-monthly exceeded the number of "pupil-hours" spent in school by the children in the intervening two weeks. In this "community school" the teacher and parents become intimately acquainted and their common interest—the child—naturally profits from their better understanding of each other.

It is true that the one-teacher rural school is lacking in adequate supervision; but there is a growing demand for supervision—and of the *right* kind, the "helping teacher" supervision. Supervision came into vogue when new subjects were introduced which the teacher was not qualified to teach—and has been self-perpetuating. Dire as the need for supervision in the rural school is, I would prefer to see this condition continued than to see the individuality of the rural teacher's work destroyed by dictatorial supervision. The remarkable professional pride in achievement, originality in methods, initiation of projects and pride in her work in general which characterizes a good rural teacher are, I believe, largely due to the responsibility which she has been forced to assume. The efficient rural teacher is a most versatile worker. She is primary supervisor, drawing supervisor, music supervisor, and athletic coach; she is school nurse, playground director, and librarian; she is janitor, assistant to the county agent, and assistant to the county home economics director; she is the interior decorator, head carpenter, and purchasing agent of the school; she is, usually, the community leader and director of community singing; she is the school dietician, school doctor (in detecting a contagious disease), and responsible for school exhibits at the county exhibit. She needs a "helping teacher" indeed; but she does *not* need an autocratic, over-critical, "know-it-all" supervisor who will take away from her the divine satisfaction in accomplishment that she now has.

In over a quarter century of school work, including five and one-half years as state director of rural education, I have never known a school, city or consolidated, in which I would prefer to have a child enrolled in whom I am vitally interested, to one of our rural demonstration schools. In all my experience I have never known a finer body of young citizens than we have in our demonstration schools. Age for age, and grade for grade, I believe our pupils will compare

favorably in educational achievement with children in city or consolidated schools. All our rural demonstration schools are housed in modern school buildings and equipped better than the average city school room in this state. Every school has a piano, movable chair desks, phonograph and records. Several are equipped with telephones and electric lights. Our teachers receive a salary varying from $145 to $175 per month, and are ranked among the best teachers of the state.

The "typical" box car, cross light rural school building is no longer typical. I have just received a report from Superintendent H. B. Melcher, of Brown County, S. D. There are 150 rural schools in the county, of which seventy-two have modern school buildings. *Every* school in the county has a nine months' term. *Every* teacher in the county is a member of the State Association. The average salary of rural teachers is $106.49 per month. The average teaching experience of teachers is 4.5 years. Eight new school buildings were erected during the past year—a year of financial stress, low prices and poor crops in our county. There are only eight teachers in the county who do not hold a first grade certificate or better.

Since consolidation of schools is not now even a possible solution of rural education problems and, in South Dakota at least, will not be for years to come, why demoralize the work of the one-teacher school which must continue to be the *only* educational institution in the major portion of our farm area for, perhaps, the next twenty-five years? Present economical conditions considered, every effort to belittle, ridicule, or discountenance the work of the one-teacher rural school reduces efficiency in rural education. If educators would devote *half* the effort they have devoted to the destruction of faith in the one-room teacher school to a movement to secure *better rural teachers*, and better salaries for rural teachers; if they would help us who are engaged in rural school work to *believe* in our vocation, instead of developing an "inferiority-complex"; if they would measure school efficiency in terms of worth-while skills, knowledge and citizenship habits acquired, rather than in the *form of government* under which the school functions; if educational and citizenship achievement were taken as the standard instead of size of building and of district; if it were conceded that even the one-teacher rural school may have *some* redeeming features, rural education would be helped, not hindered, by the leaders in education.

A High School Physical Program

By R. S. HICKS

Superintendent, Casper, Wyoming

Not only bodily development and health instruction, but the cultivation of play habits, are included in the objectives of the physical department of Natrona County High School, in Casper, Wyoming.

IN RESPONSE to a request made by the Journal of Education, I am describing briefly our physical education program. Physical education in our high school is compulsory for both boys and girls, for all four years of the high school course. We have, therefore, approximately 1,000 boys and girls participating in the physical education program, a program which has as its major objective "the development of the kind of citizenship that will guarantee both the preservation and the promotion of the public welfare."

In the first place, due emphasis is given to health—physical, mental, and moral. In our program considerable attention is given to a practical health service for every boy and girl enrolled in the school. Thorough physical examinations are given periodically and permanent records of the findings are kept for reference and follow-up work. These examinations are given with a view of discovering defects and weaknesses, to the end that we may intelligently prepare a program that will best meet the needs of all boys and girls, the physically handicapped as well as the strong. A history of past illnesses is secured and filed for individualizing the program. Individual and group discussions are participated in by all on such topics as daily habits that affect health, habits of sleep, rest, bathing and diet.

In addition to the practical health service rendered, considerable attention is given to the study of hygiene. This study is carried on with the specific objective in mind that a health consciousness will ultimately be developed by self-direction in harmony with the laws of health. The following subjects are considered:—

1. Function and structure of the respiratory system; digestive system—relation of nourishment and undernourishment to health and fitness; function and structure of the circu-

latory system; and the effect of exercise on these three systems.

2. Study of general health; obstacles to health; influence of mind on health; and factors in health promotion.
3. Personal health—knowledge of structure, function and care of skin, hair, eyes, teeth, ears, throat, feet, and spine; effect of clothing on health; posture—value of good posture, relationship between posture and efficiency, kinds of bad posture, remedies and preventives; bathing; exercise and recreation—and their relation to health and efficiency.
4. Other topics, such as water, milk, and other food supply; sewage and waste disposal; disease; disinfection; public health administration; home nursing (for girls); sex hygiene; and first aid.

Also in connection with the health aim, constant attention is given to the promotion of good posture, so that there will be correct placement of organs and freedom for these organs to perform their necessary work. Neither are we unmindful of the need for developing good musculature (not large muscles) for general effect upon organs and to provide strength for necessary labors. Suitable exercises and activities are provided for this, as well as for proper co-ordination of mind and body.

The second part of our program deals with formal and informal gymnastics. I wish to state frankly that we limit our program here as much as possible. In the physical activities we give far more attention to the play activities. The formal gymnasium work for boys is carried on very largely through the military program, which is required of all two periods each week. For girls, the program consists of marching, free standing exercises, drills, lying-down exercises, and corrective exercises while standing, sitting, lying, and in suspended positions. The informal program includes running, walking, skipping, stunting, and pyramid building. Gymnastic, folk, clog, and social dancing is also included here.

The miiitary program for boys consists of instruction in drill and command, school of the soldier, school of the squad, school of the platoon, map reading, military courtesy, hygiene, first aid, and rifle markmanship. We do not have an R. O. T. C. unit. Although we are supervised by the Federal Government we are given ample freedom for developing our own program in our own way. Some might be inclined to criticise military training; however, I find that in our program we are laying the foundation for intelligent citizenship by inculcating in the student habits of precision, orderliness, courtesy, correctness of posture and deportment, leadership and respect for, and loyalty to, constituted authority.

The third and final part of our physical education program is made up of the physical activities. These activities are conducted through the sports and games. Our aim here is to provide the boys and girls with wholesome activities suitable for their age and physical condition. From these activities we desire that they may derive fun, health benefits, training in desirable social conduct, and the desire to play during their leisure time. I feel that too much emphasis cannot be given to the development of a play habit, to the development of an appreciation for those sports that can be and are played in adult life. We have been accused of making work our God in America, of becoming so obsessed in commercial and industrial enterprises that we overlook and neglect the real soul-expanding, character-building influence of play. Play is just as valuable a character builder as work, and I don't want any boy or girl to leave the high school without knowing how to play and how to enjoy play.

Every boy in the high school must take up two of the following sports: tennis, volley ball, baseball, golf, and swimming. He must enter the school tournament in these sports. He is also required to play on an organized team of football, soccer, basket ball, volley ball, baseball, boxing, and track in season. Last year we had fifty-eight high school basket ball teams and as many football teams.

Last year we completed an $80,000 indoor swimming pool. All boys and girls take swimming once each week. Swimming may also be elected for extra-curricular work. Swimming is generally admitted to accomplish the most with the least expenditure of energy of any type of exercise, because the factor of weight is eliminated in water. Swimming develops fine chest and lungs, makes the shoulders flat, uses all trunk muscles, aids digestion, gives symmetrical development to legs and arms, promotes regular breathing, and increases endurance. It also teaches boys and girls to want to be clean. Here they learn what a real bath is. Not only must they take a shower before entering the pool, but they must wash out their mouths, and clean nasal passages. The hair and nails must also be clean. There is nothing more difficult to break than a habit, and once the habit of cleanliness is established, it helps to develop habits which are mental and moral as well.

The girls participate in sports and games as actively as the boys. Tennis, swimming, diving, soccer, volley ball, indoor baseball, basket ball, and other miscellaneous activities. In addition the girls are encouraged to take part in various outing activities, as horseback riding, hiking, bicycling, roller-skating, ice-skating, skiing, and golf. Over one-half of the girls appear once each week for extra-curricular sports and games.

(*Continued on Page* 96)

Big Job for Big Men

By WILLIAM C. T. ADAMS
Keene, New Hampshire

THE position of school superintendent is one of the newest positions in the educational system; however, it is the most important "job" in the system.

A few years ago the superintendent's was a swivel-chair job, or more or less a secretarial position. Today it is the *most* important position in the whole field of education.

The superintendent must be a *scholar*, a *specialist* in education, and above all a *leader*. He must be *tactful, resourceful, alert*. He must not be afraid of hard work. It is an old saying that "woman's work is never done." This applies equally to the modern school superintendent.

In towns of from 10,000 to 50,000 population the superintendent is a busy man. He is usually first to reach the office and the last to leave. He must attend school board meetings, parent-teacher meetings, speak at social and civic gatherings, etc. (Sell his schools to the public.)

During school hours the superintendent spends most of his time visiting schools. He must hold teachers' meetings, group conferences, help discouraged teachers, bolster up the weak ones, and console irate parents. He is a buffer between the school board and the public; the school board and teachers. All this requires tact and commonsense as well as patience. (He must have a sense of humor.)

Further, the superintendent must keep abreast of the times by attending educational conferences, and by reading the latest books on education. He must be acquainted with the latest textbooks, so that the pupils will have the best. "They must not be allowed to drink from stagnant pools."

The superintendent, as far as possible, must carry out the wishes of his school board. He may sometimes disagree with his board, and if he cannot convince his board he is right he must acquiesce. (No need of quarrels.) He must from time to time make such recommendations to his board as he deems necessary. Being economical is a fine attribute, but one need not be stingy.

Harmony is the "key note" of any successful business, more especially that of education. Harmony is essential with the board, the teachers, and the public. The superintendent must meet all classes, and make them all feel that he is a friend.

Above all a superintendent must be mentally alert, morally strong and physically fit. He must be a leader and not a Czar; but a friend, a counselor, a helper.

A superintendent must be firm, yet kind. He must be impartial, honest, upright. He must know how to choose good teachers and to keep them in his system.

This, briefly, is my idea of a superintendent of schools. I know it is a pretty large program, but it can be carried. It is a big "job" and requires a big man.

Further, a superintendent must know his school system from A to Z. He must know his buildings from cellar to garret. He needs to know cost of materials, be somewhat of a carpenter and a plumber. All this stands him in stead.

Many other things might be said, but I have outlined enough to make plain what I think a superintendent should be.

Trade Routes Have Made History

By JACQUES W. REDWAY
Mount Vernon, N. Y.

A CORRESPONDENT who evidently reads the Journal of Education asks the meaning of the expression "historic trade routes," and wants to know if all trade routes are not historic. To the latter part of the question the answer is certainly "yes," but, in certain instances, out of the commerce that passed over trade routes, important history, both economic and political, has evolved. When there comes to a people the discovery that the want or the need of a specific thing must be supplied, either they must fetch it themselves or have it brought to them. Thereby a commerce is created and a trade route is established. Usually the trade route is the line of least resistance, the easiest passage to and fro, the lowest lift against gravity.

Some forty or fifty centuries—or more—before the beginning of the Christian era, the people of the Stone Age in Europe discovered that jade would take a better and a sharper cutting edge than could be given to axes and knives made from flint. So jade was brought from Asia over mountain ranges, across streams, and through the Gobi desert into Europe. In time this route became the world's most important route of traffic. It was the great east-west highway of the world for more than a thousand years. It fell into disuse after the conquest of Alexander the Great, but

parts of it were used several centuries afterwards. This route led to the greatness of Babylon and to the foundation of Phoenicia, whose ships carried much of its commerce from the ports of Tyre and Sidon.

The Israelite kingdom, over which David was a great ruler, became a factor of this trade route. David's kingdom was a military organization at the junction of the route from Babylon and that from Egypt. It required almost a score of years to battle and subdue the predatory tribes that exacted tribute from the commerce on its way to Phoenician ports. But David's training fitted him eminently for such a career, and he was equal to the task. David's successors were not all of an equally able character, however, and when they failed to maintain peace and safety at the critical, strategic point in the trade route, Babylon removed Israel from the map, and carried the survivors into captivity. The Israelites who went into captivity at Babylon were scarcely above a stage of barbarism. The Israelites that were restored to their native land three generations later were the most highly educated people on the face of the earth.

When the descendants of the captivity returned, the kingdom they established was strictly a spiritual organization. Old trade routes had been abandoned, and a military setting was no longer needed. The commerce that required protection had gone elsewhere. But the spiritual kingdom nevertheless created an influence that extended over the world.

The discovery of an all-water route from Cathay and India to Europe caused a most profound adjustment throughout Europe. The routes from Genoa and Venice to the Orient were abandoned, and new terminals for the landing of commerce were established along the shores of the North Sea and its adjacent waters. As a result, commerce came into conflict with the feudal system; and, after a century or more of struggle, the feudal system was overthrown.

The discovery of copper and tin in the British Isles led to the forging of bronze cutting tools; and, inasmuch as they were far superior to tools of jade, or of flint, the demand for them not only caused the extension of existing trade routes, but the creation of new trade routes. As a matter of fact, the trade routes of the Bronze Age in many instances are parts of the traffic systems of today.

The desire for articles of ornament in at least one instance brought about the establishment of a trade route. At some period during the Stone Age amber was discovered in the Baltic Sea region. Humanity, even in the Stone Age, was not averse to personal decoration, and the pieces of amber, many of them of fantastic shape, were eagerly sought for ornamentation, so beaten trails from various directions converged to the amber region. Some of them are traffic routes to this day.

Two systems of traffic developed in the United States during the early period of settlement. One of them must be placed to the credit of the bison. At a certain time of the year the bison required salt—and it was a case of "go-and-get." The bison of the eastern coast plain was a canny animal. In making the trip to the salt licks, which lay across the mountain ranges, it was wise enough to seek the low passes. The Indian followed the bison, the fur trapper followed the Indian; the stage roads were built where the fur trapper crossed the ranges; and, in various places, the routes of stage coaches became the lines of railways.

Much of the furs trapped in the Mississippi valley were destined to be worn in Europe. Water transportation was the easiest way to get them there. Canoes carried them up the Mississippi to the Illinois river. Between the Illinois river and the Great Lakes the canoes with their cargoes were either carried on the shoulders of trappers or dragged across the divide. That part of the trip was the "portage." The shortest and most direct portage lay between the head of Des Plaines river, a tributary of the Illinois, and Chicago river which flowed into Lake Michigan. This portage, never more than a few miles across, was sometimes flooded so that the canoes could be dragged from the head of Des Plaines to Chicago river. Such a point in a commercial route was most likely to be selected for attack by raiders; so Fort Dearborn was located there for the protection of the traffic; and, in time, Fort Dearborn was the centre of a frontier village that became the city of Chicago. Thereby, a trade route made history, and a more striking case does not exist.

A High School Physical Program

(*Continued from Page* 94)

Here the emphasis is participation rather than competition, extensive rather than intensive training, and the development of all-around ability rather than concentration on one sport. Games are also stressed which can be indulged in all through life. Due attention is given to the development of student initiative in conducting games and meets, giving of instruction and officiating. Many of these students become our assistants in summer playground work and summer camps.

There are other interesting features that could be elucidated, but I have purposely tried to be brief. To me, physical education is just one of the six administrative and teaching divisions of the entire school organization, but a very important one indeed. A physical education program must be built up from the point of view that it is a vital part of the educational process and the objectives for the program must not be outside of the objectives of education as a whole.

Mass Production and the Boy

By O. H. BENSON

New York City

THE business world is clamoring for mass production, gigantic enterprises; corporations and industries are demonstrating power machinery, the iron age. Man as a unit of production and performance is losing caste under the conditions, and it is easy for teachers and leaders of youth and even parents to yield all their rights to the god of mass production in child leadership and training.

The American boy in his every state of development from youth to manhood is an independent unit of humanity. He must fill his place in the scheme of things not on the basis of a common standard but on the basis of his individual ability to maintain his unity as a link in the chain of co-operative achievement. He should never be overridden by mass production. Procedure and method of attack used in mass production is intended for *inanimate things* and *never for humans.* The boy, if he is to be useful to the world, most productive in the community of which he is a part, *must be helped to maintain individuality.* In dealing with him, we must think of him as *a unit* rather than as *group, class* in *school* or *Sunday School,* or a *club.* We must deal with him on the basis of his personal development, his function as a citizen in the juvenile years as well as later in his adult relationship to life. Every parent knows that no matter how many children they have in the family circle, every child is an individual, and must be handled as such. The same kind of treatment, punishment, handling and procedure will not work with any two members of the same family. If parents treat the whole group of children of the family as a *unit* or *gang* on a *common basis,* they are sure to produce a "black sheep" out of the group. This has been demonstrated from the beginning of time, and will be a continuous performance by untrained, thoughtless parents and leaders.

We must as leaders of youth place more stress on helping the child to a proper development of *his individual place* in the scheme of *co-operative living.*"

Practice Exercises In Reading

By ARTHUR I. GATES

Professor of Education, Teachers College, Columbia University

and

CELESTE COMEGYS PEARDON

Author of "Adventures in a Big City"

Four booklets which aim to develop all-round proficiency in four representative types of reading

Type A. Reading to Appreciate General Significance
Type B. Reading to Predict Outcome of Given Events
Type C. Reading to Understand Precise Directions
Type D. Reading to Note Details

These Practice Exercises in Reading provide material suitable for developing one or all of four of the most important forms of reading that children and adults are called upon to use. They are designed to supplement the other reading experiences for a child and are constructed and arranged to make the training as direct as possible. They will produce a maximum of improvement for the amount of time and material required.

Each booklet comprises 62 exercises. The books for Grade 3 are now ready, price 25 cents each. Teacher's Manual, 25 cents. Sample Set of four books and Manual, $1.00.

BUREAU OF PUBLICATIONS, TEACHERS COLLEGE
COLUMBIA UNIVERSITY, NEW YORK CITY

Thanks for a Glorious Time

By ARTHUR DEAN

I love to visit schools if I can dodge the principals.

But common professional courtesy requires that I report first at the office.

Outside of school I have nothing against principals. Undoubtedly if I were a student I'd like them and as a teacher I'd respect them. But as a visitor I think they are a nuisance because they are so interested in showing me the school that I never get a chance to see the students.

I do not care two figs for all the school requirements in the universe. What I am looking for is children.

But the other day I was very lucky. I went straight to the principal's office as DUTY told me and was invited to sit down and wait until he came in.

I had a brilliant idea. "May I go out to look for him?" I asked the little secretary.

She replied: "Surely, if you care to."

I started for the cafeteria, where I knew I could see pupils and not seating capacities, temperature of swimming pool, number of lockers, or amount of tiling.

I got into line, chose my food, paid for it, walked to a table and commenced to eat. Soon a half dozen pupils joined me and we had a glorious time talking.

Now what did I see? (1) The dandiest bunch of high school boys and girls that you can possibly imagine, perfectly natural, mentally honest, physically clean, thoroughly up to date, good talkers, good listeners, polite, snappy, and about three times as interesting as were the school children of my day.

(2) I saw a thousand youngsters who could pass a food counter and not act like hogs before a trough.

(3) Children who showed respect for the equipment and themselves, courtesy in keeping their place in the lunch line, respect for the rights of those who were eating with them, courtesy to the cafeteria help, and thank God some notions of cleanliness and common decency when they picked up the broken bits of uneaten food, paper napkins and their plates and carried them to the proper containers.

"A GREAT SCHOOL, WONDERFUL BOYS AND GIRLS! SPLENDID FREEDOM, LIBERTY WITHOUT LICENSE — GREAT!"

Copyright

Personal and Professional

DR. CHARLES C. McCRACKEN, president of Connecticut Agricultural College at Storrs, is honor guest on many important occasions, and he always has a message that rings true on the relation of education to religion, and of religion to education. He has never failed to magnify both religion and education in his service to both.

H. L. VAN DE SANDE BAKUYSEN, State University of Arizona, is making a wholly new and vitally important study of the electrical relation to growth and cessation of growth in plants. If his discoveries are scientifically accepted he will make that university world-famous.

DR. J. C. BROWN, superintendent of Pelham, N.Y., not only has one of the most attractive superintendencies in the country, but is already one of the most esteemed and efficient administrators in Westchester County, New York, which is as high appreciation as any superintendent could ask. Nowhere but in Westchester County would Pelham have a challenge of the oft-repeated claim to being the richest village school district in the country, doing more for its schools than any other village of its population in the country. Evidently Dr. J. C. Brown knew what he was doing when he left the presidency of the Illinois State Teachers College at De Kalb for a village superintendency at double the salary the State Teachers College presidency pays.

DEAN HENRY GRATTAN DOYLE, Junior College, George Washington University, whose Boston meeting of the Spanish Teachers Association was eminently successful, has done more than any other leader to promote the teaching of Spanish in America's schools, and is now recognized by the South American countries as their best representative in the States civically and industrially, as well as professionally. Few young school men have intensified their service to the profession as rapidly and as wisely as has Dean Doyle.

WALTER S. PARKER, Reading, Massachusetts, who died January 5, 1931, at the age of eighty-five, was prominent in education in various Massachusetts cities, especially in Boston, for forty years. His latest official service in Boston was as assistant superintendent, a position he held for many years. His residence, public service, and banking prominence were for forty years in Reading, Massachusetts. He was on the board of education and president of the prosperous local bank for forty years. He was a member of the State Legislature for several years after resigning from the Boston position. I had no closer personal friend and kinsman for more than sixty years than Walter S. Parker, and we spent an afternoon together a few days before his passing. He appeared in perfect health two days before the end came.

MISS KATHERINE M. BALL, art director of San Francisco for many years, is in Bombay, India, till July. Her address will be: American Express Company, Bombay, India. A letter can go one way in about thirty days from New York. Miss Ball greatly enjoys hearing from her friends. She is having a wonderful "Around the World experience."

She regards Dr. Stella Kramisch of the Calcutta University as the greatest art teacher whom she has discovered in her Old World travels. Miss Kramisch is from Vienna, and has been in Calcutta University for nine years.

Miss Ball hopes that Dr. Kramisch will make a lecture tour in America on India, which is less well known here than is China or Japan.

..more than a drink...

Horsford's Acid Phosphate

is also an excellent Nerve Tonic

It makes the most refreshing acidulous drink. And definitely assists nature in restoring depleted nerves; acting as a positive tonic for brain and body.

Add Horsford's to your favorite fruit drink; or use it in water in place of lemon juice.

AT ALL DRUGGISTS

D-61-1

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

The Heroism of Enoch Ward

Enoch Ward was fourteen. He had worked for the Oak Tree Dairy for two years. That is, he had worked early every morning and after school until late at night. Miss Emery, the teacher, was worried about Enoch.

"He's a remarkably bright boy," she told the principal, "but he is just working himself to death. Poor fellow, he can scarcely keep his eyes open."

"That is too bad," said the principal. "He could easily earn the scholarship to college if he had half a chance."

One day Enoch was working in the cow sheds milking cows. The hired man working with him suddenly got up and put his hands on his stomach, and cried out in pain.

"Help, Enoch," he groaned. "I'm awfully sick. Been sick for two days now; thought I could fight it off if I came back to work, but it's no use."

Enoch was more interested in medicine than anything else. He questioned the man as he led him away.

"You have typhoid fever," he said earnestly. "I believe I have," said the man. "Got it out in the country. My cousin is down with it."

On the way back to the barn Enoch stopped under the old apple tree. "The boss ought to know," he said. "Our milk goes in with thousands of gallons of other milk. Without doubt our milk is full of typhoid germs."

The boss scowled when Enoch told his suspicions.

"Nonsense," he said gruffly. "Go on with your work, and keep your mouth shut. Do you know what this would mean to me? I'd lose a thousand dollars a month, and the shipments of all milk for the last three days would have to be destroyed."

Enoch went back to his work. Pretty soon the boss appeared. "Nothing the matter with that fellow, Enoch," he said. "You were good to tell me, and here's ten dollars for your thoughtfulness. Take it and keep still. Don't say a word to anyone."

There was a cruel tone in the boss's voice that chilled Enoch. He pushed the offered money from him and rose from the milking stool.

"Keep your money!" he said. "That man's got typhoid, and I'm going to warn the Board of Health."

"Then don't come back here," said the boss savagely. "You're fired."

The paper next day had the following headline: "Typhoid in the milk supply. Farmhand down with the dread disease."

Enoch lost his job, of course, but when the principal learned of his heroism he found him a better one where he could spend much of his time in study. He got the scholarship and went on to college and became a doctor. Would you have confidence in a doctor like Enoch Ward?

Take It With a Grain of Salt

Hortense settled herself on the edge of the porch, arranged her dress carefully over her knees, and then said: "I'm sorry to say it, but Emily isn't any friend of yours, Mary Jones."

"But I thought she was," replied Mary.

"Well," continued Hortense, with a toss of her head, "if you think she is, go on thinking so, but I say she isn't."

"What makes you think so?" asked Mary.

"Well, when teacher praised your water color of the old horse this morning, she looked so glum and so sour, that I could just tell she hated you."

"What else?" asked Mary.

"Well, yesterday I heard her talking, and she said: 'Mary Jones is a friend of mine, but I don't like certain company that she keeps.'"

"That wasn't so bad," said Mary. "Maybe she is right."

"Maybe she is right, eh?" sneered Hortense. "Do you mean you *do* keep bad company. Why, Mary Jones, what would your mother say to an admission like that?"

"But I didn't admit anything," said Mary stoutly. "Of course I wouldn't keep bad company if I knew it."

"Well, anyway, Emily is jealous of you. I saw her sneer at that silver bracelet that your uncle gave you. Isn't that proof enough?"

"Not for me," said Mary Jones. "I like Emily, and I don't think she is an enemy of mine."

That evening Mary met Emily. "I saw you with Hortense," said Emily. "You are a newcomer in this town, and I like you. Perhaps I ought to tell you that Hortense rambles a little in her talk. She says things she doesn't mean, but she makes trouble just the same."

"Why does she talk that way?" asked Mary.

"Because," said Emily, "she is a spoiled child. She wants every bit of attention herself, and she thinks that is a good way to get it. However, we all know her and just laugh at her wild yarns. If we didn't we'd all be pulling each other's hair."

Loose talk is the source of no end of heart-burning. Loose-talkers are usually silly talkers, foolish talkers, petty liars, who fool only those who do not know them.

Character Shows

Mr. Jackson had advertised for a boy. Every boy in town wanted to work for him, he was so good and kind and generous. At nine o'clock, therefore, the line in front of the door was ten deep with boys. Mr. Jackson had the line formed where he could see it from his upper window. He studied it with interest. "See that fellow in the blue shirt," he said to his secretary. "He's going to grow up into a surly, ill-natured man. See the way he gouges that fellow in front of him? Why, I believe he's trying to muscle in on his place. He's not for us, Sanderson. We want gentlemen in this business. Now look at that fat boy who finds it easier to lean on that wall than to stand up. He's a jolly fellow, I'm sure. He'd lean on our job in just the same way, but, fasten your eyes on the fellow, third from the last. He's just lit a cigarette. Watch him! He knows we fire cigarette smokers, and yet he's willing to take the chance of being seen. Sanderson, a cigarette-smoking boy is just no use in business. It dulls his brain and slows down his hands. Any employer is a fool to hire him.

Just behind him is a bright looking fellow. There may be stuff in him. He stands straight, and certainly is not quarrelsome. When that big fellow in the black sweater tried to horn in on his place, he merely smiled. I noticed, however, that the big fellow did not try to force his way in. There's the big fellow up in front now. He'd be a dandy for us, wouldn't he?"

Sanderson laughed. "Chief," he said, "you're a wonder at picking winners. Remember you picked me out of just such a line?"

Ten minutes later one boy stood facing the manager. He was the boy who smiled. "Son," said the manager, "what do you think of the big fellow who just went out?"

"Not a bad fellow at all," said the boy.

"No, just a little rough at times, eh?"

"Never bothered me," said the boy.

The chief smiled at Sanderson. "Good stuff!" he said. "All right, my boy, we're going to hire you. Report tomorrow morning."

Does anyone like the fellow who speaks ill of a competitor? Is that sort of thing good business?

The First Cigarette

When Mr. Jansen lay dying he called his son to him. "Sam," he said, "I want you to promise me one thing. No matter what else you do be kind to your mother. She has had a hard time, my boy, and now will have a harder time, and you are the one she will have to depend on for any happiness she may get."

In the lonely weeks that followed, Sam had many heart-to-heart talks with his mother. "Be good!" his mother would say. "Be good, and nothing else matters. There are so many, many temptations around you that I worry all the time."

Sam thought of all this the first time he had a cigarette offered him. He took the little white cylinder of poison and turned it over and over in his fingers.

"Go on, smoke it!" argued Ed.

"I guess I won't," hesitated Sam. "Mother would not like it, and I promised father I would be kind to her."

"Tied to her apron strings, eh?" sneered Ed. "Oh, well, all right, if you're that sort, give the fag to Billie, there. He's only four years younger than you, but he's got a mind of his own."

Sam handed the cigarette to Billie, and watched that youngster smoke it, then, feeling that somehow he was not in favor, he walked off. Behind him he heard the snickers of Ed and the rest. As he turned the corner of the street a tomato sped past his head, bursting with a flash of crimson against the stone wall of the church. Sam recalled seeing the tomato in Ed's hand. He stopped. A sudden rage took possession of him. He turned back, walking with swift, determined steps.

Ed's face went white as he saw Sam approaching. "If he tries anything," he whispered, "all pitch into him."

That night Sam's mother sat very near to him. She bathed his face with a cool, wet cloth. "They all jumped on me," said Sam, "but I left a mark on every one of them before the policeman stepped in."

"I am glad you did what you did," said his mother. "Those boys will leave you alone, now. Sam, a great fear has left my heart. I know that from this day my boy will resist evil, and if necessary defeat it and destroy it."

Would Sam have been kind to his mother had he yielded to Ed and his crowd?

Sometimes to be truly kind we must face ridicule. It is no disgrace to be laughed at, if we are standing for something good and true.

Stars

The stars have always been a source of wonderment for human beings. On the dark nights they have comforted him on his lone wonderings. In the heat of the bitter day they have strengthened him with thoughts of coming hours of rest and peace. When he has been downcast and discouraged they have cheered him with a constant story of a Higher Power, in whose hands lay mercy, and from whom they might expect a final squaring of all unequal things.

In all times and places men have looked to the stars for guidance. By them they have steered their ships and set their courses across unknown lands. Towards one great star the compass needle always turns, as though earth had no charm for it.

In the lovely poem below the poet gives us another reason why we should love stars. Can you understand the last four lines? Does it mean anything to you to realize that here, on this little cinder pile in space, you have the power, the incredible power, to look aloft and say:—

"I behold the majesty of Thy eternal stars. In them I see Thy glory. As silver seals I see them, set upon the scroll of the vast heavens, proclaiming in the deep silence: 'God, the Eternal One, Lives and Cares.'"

STARS

By Sara Teasdale

Alone in the night,
On a dark hill
With pines around me
Spicy and still.

And a heaven full of stars
Over my head,
White and topaz
And misty red.

Myriads with beating
Hearts of fire,
That aeons
Cannot vex or tire—

Up the dome of heaven,
Like a great hill,
I watch them marching
Stately and still.

And I know that I
Am honored to be
Witness
Of so much majesty.

("The New Poetry," by Monroe Henderson.)

FROM THE OLD

TO THE

NEW EDUCATION

By

WILLIAM A. BALDWIN

This book is the result of scientific and professional demonstration of the New Education for half a century.

Price, $1.25.
Ten or more, $1.00 each.

NEW ENGLAND PUBLISHING CO.
Beacon Building, Boston

TEACHING AS THE GREATEST TEACHER TAUGHT

BY

ARTHUR C. BOYDEN

FORCEFUL PRESENTATION

OF

HOW TO TEACH AS THE GREATEST TEACHER TAUGHT

An Attractive Booklet
Price, 30 cents

Five or more to one address, 20 cents

New England Publishing Co.
Beacon Building, Boston

The BOOK TABLE

FACT AND STORY READERS. Book Two. By Henry Suzzallo, George E. Freeland, State Teachers College, San Jose, California; Katherine L. McLaughlin, University of California at Los Angeles; Ada M. Skinner, Columbus, Ohio. Illustrated by Rhoda Chase. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

These seventy-five stories are grouped into Out-of-Doors, Merry Tales, Keeping Clean, Far Across the Sea, Winter Fun, Poems, Animal Friends, Games to Play, Work and Play, Little Citizens. The attractive illustrations illustrate the "Facts and Stories" which create an interest that makes chilren want to read the lessons on the same page.

SOLID GEOMETRY. By Rolland R. Smith and Leland W. Smith, both of Central High School, Springfield, Massachusetts. Cloth. 237 pages. New York: The Macmillan Company.

Solid geometry will return to its place in high schools when textbooks on the subject are as clearly adapted to the ripening age of high school students as is this textbook. Elementary mathematics can be understood by any normal pupil of high school age when the instruction is properly adjusted to his growing powers, and it is inherently interesting when understood.

TAMBALO AND OTHER STORIES OF FAR LANDS. By Alice Alison Lide and Annie H. Alison. Cloth. Illustrated. Chicago: Beckley-Cardy Company.

These stories have a natural charm which they could not have had but for the way in which the senior author had come to know them. She says:—

"Some of these little folks I knew myself. Of some, my uncle, who during his life has been a soldier and has lived in many foreign lands, told me. Through my interest in Tambalo, Chim Chu, Little Utvik, Peter, Katrinka, Johnny Chuckluk, the Van Neifs, O-kee-ta-wa, Yuma Kax, Chong, Bergetta and others I have come to know and love the people of many lands. These little events in their daily lives, like herding the water buffalo or fishing with the cormorant, are as common to them as traveling in an automobile or fishing with a fishpole and hook would be to you.

"Each of the fascinating little foreign-life photographs illustrating the incidents in the stories was snapped in some far, far land. This is a real picture of the little boy, Tambalo of Ceylon, and of Tambalo's special charge, Zat, the big water buffalo that led the herd; of Quee-Dee, the cormorant who developed into a fine hook-nosed fellow almost as big as his master, Chim Chu himself; of little Utvik, the Eskimo, and Agoonta, the father."

INDUSTRIAL VILLAGE CHURCHES. By Edmund deS. Bruner. Cloth. New York: Institute of Social and Religious Research.

The churches are beginning to want to learn how to demonstrate a Christian community spirit. Within three years we were on the program of a theological seminary in a summer session course on "The Rural Church." Incidentally I visited various classes, and the chief emphasis was always laid upon how to get the most increase in the denomination, and how to get more contributions out of the rural communities for the financing of the denomination.

"Industrial Village Churches" is an intelligent Christian effort to be of real service to all the people in communities of from 250 to 2,500 population which are dominated by a single industry. There is no suggestion of promoting any phase of fundamentalism, and no place is mentioned or is so described that it can profit by their publicity.

This is one of the noblest demonstrations of Christian service by church organizations of all shades of tradition that has been revealed by disciples of the Christian religion.

CIVICS AND INDUSTRY. By De Witt S. Morgan and Oka S. Flick, Arsenal Technical Schools, Indianapolis. New York: McGraw-Hill Book Company, Inc.

The Arsenal Technical Schools of Indianapolis have blazed trails to better ways to do old things, and to the creation of modern ideals in methods and principles that achieve results adapted to conditions and purposes of the new day.

There are sixty pages of appreciation of what the schools of today owe to the past; sixty pages to study how to work to produce usable results in these transition days; sixty pages to a reliable estimate of values in human effort; 100 pages to the relation of the state to human endeavor and an appraisal of modern science in industry and commerce.

USEFUL ENGLISH FOR BEGINNERS. By Jeanette Wrottenberg Bachrach, specialist in adult education, Los Angeles, California, Public Schools. Cloth. 224 pages. Dansville, N. Y.: F. A. Owen Publishing Company.

The book is intended for the totally illiterate, and carries them forward skillfully with various aids and suggestions to real efficiency in reading and writing.

There is nothing childish, nothing aside from real achievement. The suggestions for teachers are reduced to three pages, and every suggestion throws a flood of light on the teacher's problems.

Everything in the book has demonstrated efficiency.

Magdeline F. Wagner, chief of the Bureau of Immigrant Education, cites twenty-two specially valuable features of "Useful English for Beginners," several of which are not found in other books for adult illiterates. She says: "Its strongest point for consideration is that the material has been tested, weighed, corrected in her own classes by Mrs. Bachrach, who is unusually successful as a teacher of illiterates, and by other workers in the Los Angeles schools." [See editorial on "Los Angeles and Adult Education."]

BURTON HOLMES' TRAVEL STORIES. A Series of Informational Silent Readers. Edited by William H. Wheeler and Burton Holmes. Illustrations from Photographs by Burton Holmes. Cloth. 408 pages. Chicago: Wheeler Publishing Company.

China is attracting universal attention in civilized countries, and "China" in the Burton Holmes' Travel Series is so unusual and so illuminating in its information that it is sure to be read with intense interest by all American school children. It certainly should be, for it is a fascinating story of China, as valuable as it is attractive to children.

Books Received

"Education and Life." By Ernest M. Hopkins. Boston, Mass.: Houghton Mifflin Company.

"Principles of Women's Athletics." By Florence A. Somers.—"Eurythmics Art and Education." By E. Jaques Dalcroze.—"Field Hockey for Coaches and Players." By Hilda V. Burr. New York City: A. S. Barnes and Company.

"The Teaching of College Teachers." By William S. Gray. Volumes one and two. Chicago, Illinois: The University of Chicago Press.

"Kitten Kat." By Blanche J. Dearborn.—"Work-Test Manual in American History." By W. A. Butcher, M. A. New York City: The Macmillan Company.

"My Health Habits." Books one, two and three. By Whitcomb-Beveridge-Townsend. New York: Rand, McNally and Company.

"Modern Algebra." By Schorling-Clark-Lindell. Yonkers, New York: World Book Company.

EDUCATION IN ACTION

Changing Life Aims of Youth Measured

Experiment in Middle West Shows Interests Vary From Year to Year; Passing Whims Taken Too Seriously

If the inclinations towards various kinds of work expressed by nearly 27,000 Kansas and Missouri boys and girls are representative of youth in general, a widely-accepted theory of psychology, bearing on present ideas of vocational guidance, may have to be revised. The supposition heretofore, based on the findings of eminent authorities, has been that vocational interests were permanent. A directly contrary view, based on the answers of these Middle Western boys and girls, was put forward in a paper read at the recent meeting in Cleveland of the American Association for the Advancement of Science. It was written by Professor Harvey C. Lehman, of Ohio University, and Paul A. Witty, of Northwestern University.

Expressing a doubt as to whether interests are a dependable clue to ability, the authors raise the whole issue of whether young America follows a natural bent in choosing what kind of job to fit itself for, or whether some passing fancy is taken seriously and training for a career begun which in outcome will prove unwise. They believe that interests are transient.

Messrs. Lehman and Witty do not believe that it is possible to judge how permanent an interest may be in a child by testing it over such a short period, and they insist that too much weight is being given to such findings in current psychological literature.

On the basis of their material the authors give it as their conclusion that "a careful study . . . suggests . . . that permanence of interest does not exist in many or even most of the vocational preferences of boys. Indeed, from examination of the ranks of the occupations at different age levels, the writers have been forced to conclude that perhaps no phase of human nature is subject to such marked change as that reflected in the vocational interests and preferences of growing boys." It was stated that the girls were far more modest in their ambitions.

Carrying their findings into the matter of guidance, the authors suggest that new tests of ability are now needed to supplant the old one of interest. Since interests change, they argue, it is clear that "if ability be conceived as inborn and predetermined . . . the children's interests cannot be considered reliable indices of their abilities."

Moreover, from a comparison of expectations with opportunities, the authors indicate a necessity for some harmonization of ideas with realities.

Backward Students Receive Early Warning

Students falling behind in scholastic attainments at the University of California will receive a decided "break in the near future," according to Thomas B. Steel, recorder of faculties, who announced a new rule which adds a six-months' period of "academic warning" to backward students.

Watertown Lops Off Part Of Increased Hours

The Watertown (Mass.) school committee, in its first regular meeting of 1931, by a vote of four to two, changed the closing hours of the senior and junior high school session from 2.45 to 2 p. m., to take effect immediately. This action constitutes a partial victory for the 500 pupils of the two schools who went on strike last September against the lengthened school hours, and the Watertown Parents' Association, with its forty-two members, who have been waging a fight ever since for a reduction of hours. The hours of the three schools up to June closing last year were from 8.20 until 1.30, and at the opening of school in September were from 8.20 until 2.45, increasing the daily sessions one hour and fifteen minutes. The change now made reduces that increase to one-half hour.

Student Singers To Meet in Detroit

Five hundred and thirty students from 165 schools and academies throughout the country will take part in the third National High School Chorus at Detroit, from February 20 to 24, 1931, it is announced by Dr. Hollis F. Dann, director of music education at New York University, who will conduct the chorus. The chorus, to be composed of 227 girls and 153 boys, will represent twenty-seven states and 125 cities. The students are trained by Dr. Dann through their own instructors. "The chorus at the first 1930 rehearsal in Chicago," declared Dr. Dann, "gave me a thrill. Following the tap of my baton on the music stand and as my arm went up to begin the opening number the chorus of 413 voices almost snapped into correct posture. That was a good omen—to me most significant—the first of a series of incidents demonstrating that the procedure recommended during the previous months had been faithfully followed."

Fourth of People In American Schools

Approximately 28,104,000 students—nearly one-fourth of the nation's population—are in elementary and high schools. This was announced in an annual review by the Office of Education, which said 848,500 teachers were employed in 254,200 schoolhouses, and that the total annual expenditure was $2,289,000,000. Elementary schools had 21,370,000 pupils, 4,030,000 were in public high schools, and 2,704,000 registered in private and parochial institutions. The report said: "The declining birth rate is being felt in the schools," and held there is an "apparent oversupply" of teachers in liberal arts and elementary courses. "In an average group of 200 Americans in 1915," the report said, "five children were being born each year. In that same average group in 1928 less than four children were being born."

1930 Boy Called Better

The average American boy of 1930 is an improvement over the same composite lad of twenty years ago, but he breaks more laws, has to use slang to make himself understood, is healthier, brainier and more polite, in the opinion of R. K. Atkinson, educational director of the Boys' Club Federation of America. The average boy of today reads more "trash," because there is more trash published, but prefers articles on mechanical contrivances and invention to "Wild West" hair raisers, he believes.

Old Geography Written in Verse

School children of seventy-five years to a century ago acquired some of their knowledge through the medium of doggerel verse. A "poetical geography" of 1848, on exhibit at the Chicago Historical Society's headquarters, informed the student that:

"The torrid zone is 'tween the tropics spread
Where twice a year the sun is overhead."

Included in the collection are a pictorial copy of "Poor Richard's Lessons for Young and Old" (1834); a Rollo book of 1838, a 1777 primer, and the history of a youth who followed the sea, "The Sorrows of a Rover."

Delaware Plans To Retire Teachers

Following the endorsement of the Delaware State teachers' associations of a proposal to create a teachers' retirement fund, the committee appointed by the State Board of Education to consider the matter has announced that it will recommend a teachers' retirement bill to the 1931 legislature providing that the annuities be written by a private insurance company instead of a State Commission as was proposed in a bill which was considered by the 1928 legislature. The committee has had before it cost data submitted by three life insurance companies, it was stated. The recommendation of the committee will be that the cost be divided equally between the state and the teachers. The exact cost will be incorporated in the new bill.

English for Those Coming to America

The Institute of American Studies is offering a three-months' course of study for any Frenchman who plans to go to America. In three months the prospective voyagers learn a thousand words of American language and current slang, as well as inside tips on the social, religious and sporting sides of American life. There is a course on how to behave in American company, and another on how to fill out your custom's declaration slip. Graduates are given a diploma at the same time they get their passport visa.

Students Prepare Meals on Radiators

The struggle for education has forced University of Iowa students, in some cases, to prepare their food over hot radiators in their rooms, according to an inquiry made by Robert E. Rienow, dean of men. One case was found in which a student spends an average of twelve cents a meal, which provides him with energy enough to carry a full scholastic schedule, and work four to six hours a day at heavy labor.

Women Constant In Chosen Careers

Woman, inconstant by tradition, is apparently less of a risk than man when it comes to vocational education. According to a government survey just made of land-grant colleges throughout the country, eighty per cent. of the women graduates who studied home economics in college, for whom records are available, either became home-makers or took home economics positions. On the other hand forty-five per cent. of the students, mainly men, who registered in agriculture went into some other occupation, as did thirty-two per cent of those who specialized in engineering. Prospective teachers, men and women, abandoned the profession to the number of forty-three per cent. The figures, which are based on questionnaires filled out by 37,342 graduates, would seem to show that of all types of vocational education at the college level, home economics is the surest investment.

Students' Construction Worth $63,000

High school carpentry students in Muncie, Ind., have completed their sixth house and their eighteenth garage, which have a combined valuation of $63,000, it was announced by Clyde Wellinger, teacher of the classes. Work on the houses has covered a period of eight years. The sixth house was designed by students in architectural drafting classes. Wiring and fixtures were installed by vocational electrical classes, and it was furnished by students taking courses in home management. Work on the new house was started in March, 1930.

American School Has 26 Nationalities

The playground of the American school in Mexico City probably is one of the most cosmopolitan in the world. Among the 750 students of all ages from kindergarten through high school are counted twenty-six nationalities. All the major languages of the world are heard from the children at play, with English and Spanish as the common languages understood by all.

Exchange Letters With Germans

Good will between students of two nations will be fostered when sixty students of the department of German at Bucknell University carry on a correspondence with young men and women in German universities. The arrangement has been made through the Bureau of International Correspondence. Dr. Leo L. Rockwell, professor of German at Bucknell, said that the correspondence usually starts with autobiographical material, and often develops into wholesome exchanges of letters on many matters and over many years.

Santa Claus Declared a Myth

Marcel Dauprey, wealthy Parisian, who hired a professor to coach his seven-year-old son in order that the boy might not acquire worldly knowledge too early in life, sued the professor for 10,000 francs ($400) damages recently because he told the boy there was no Santa Claus. The suit was brought before the Seine Civil Tribunal. M. Dauprey alleged that the professor caused his son "moral harm" by telling him that Santa Claus was only a legendary character. The name of the professor was not made public.

Oklahoma College To Prospect for Oil

Dwindling donations of once wealthy Indians will not interfere in the operation of Bacone College, in Oklahoma, where Secretary of War Patrick J. Hurley received part of his education. Location for a deep test oil well has been made on the college's 200-acre campus. Profit from the well, if oil is found, will revert to the college.

Seven Schools With One Pupil

There are seven schools in Montana which have only one pupil, according to the biennial report of the department of education. There are thirty-three schools which have only two pupils; forty with only three; seventy-four with four, and 123 with five pupils each. The total enrollment in 1929 in Montana's public schools was 120,357, an increase of 2,365 over the previous year.

Pension Professors At Michigan University

Pensions, which will amount to more than half their annual salaries at the retirement age of seventy, are provided for all professors of more than twenty-five years' service to the University of Michigan, under a new retirement plan announced by Alexander G. Ruthven, the president. The new plan went into effect on January 1, 1931.

There's an air of hospitality that you'll like
AT THE HOTEL
PICCADILLY
227 WEST 45th ST. at BROADWAY
NEW YORK
ADJACENT TO EVERY ACTIVITY
600 BRIGHT SUNLIT ROOMS
EACH WITH BATH
ELECTRIC FAN, ICE WATER
SINGLE ROOM and BATH $3.00
DOUBLE ROOM and BATH $4.00
EXCEPTIONAL RESTAURANT & Grille
WIRE AT OUR EXPENSE FOR RESERVATIONS
F.D. SOFIELD - MANAGING DIRECTOR

ESTABLISHED 1869

Reduce Your Annual Outlay for New Books by Making Those Now in Use Last Twice As Long

HOLDEN BOOK COVERS

Save Money by Saving the Books

Waterproof and Weatherpoof

THE HOLDEN PATENT BOOK COVER COMPANY

MILES C. HOLDEN, President SPRINGFIELD, MASSACHUSETTS

College German Strange to Natives

German as it is taught in the universities has little resemblance to the language that is spoken by natives, and should be replaced by a study of a new middle high German, according to Dr. Carl Selmer, who has recently completed a study of old German deeds. These deeds, which have been collected by Professor Friedrich Wilhelm, of the University of Freiburg, and which include documents up to 1300 A. D., represent a twenty-three-year period of intensive research, and show that the middle high German taught by the colleges has had no real existence and should be dropped from the curriculum, Dr. Selmer declares. Dr. Selmer, who is an authority on philology, is at present investigating the linguistic tendencies of the various Indo-European languages in order to determine foreign influences on them.

Home Fails To Teach Values

How far the "land of story books," chief imaginative playground of children of a former generation, has been displaced in the machine age is shown in findings of the recent White House conference on child health and protection. More than 38,333,000 children, according to the estimate just announced, attend motion picture shows weekly in this country. As many probably listen to the indiscriminate programs coming over the 13,478,600 radio sets. Yet half the homes in America have less than fifty books, and three-quarters have less than 100. Only one-fourth of the children investigated had stories read or told to them. "The American home," according to the conference, "is failing to teach the child a sense of values." The family and the community, it is held, must both make a more critical appraisal of the rapidly-growing flood of commercial amusement, which is "so definitely educative for good or evil," if it is to add to, rather than take away from, the well-being of American youth.

School Desks To Fit Students

Big boys no longer need develop round shoulders by bending over school desks suited for children who are several sizes smaller in stature, the Toronto (Ont.) school management committee has decided. It has instructed public school principals to allot desks to match the pupil's size.

Liable for Acts Outside of School

Turkish children who don't behave outside of school will have to stay after school. A circular from the department of public instruction in Istambul warns that good behavior "worthy of one who aspires to learning" must mark a student not only in the classroom, but all the way from school to the refuge of home. Teachers are ordered to mete out punishment to students "indulging outside of school in gestures and deeds ill-befitting the dignity of scholars." Corporal punishment, however, no longer is allowed in Turkish schools.

Students Reject Ban For Race or Color

Race or color shall not be a bar to membership in the National Students Federation of America, the sixth congress of the organization voted recently. The executive committee was instructed not to discriminate against any applicant for membership because of race or color. The instructions followed a constitutional amendment, maneuvred to passage by Southern delegates, which gives the committee authority to reject an applicant, subject to approval of the congress. The motion to instruct the committee not to discriminate because of race or color was opposed by several Southern delegates.

MATHEMATICS FOR JUNIOR HIGH SCHOOL TEACHERS

WILLIAM L. SCHAAF

JOHNSON PUBLISHING CO.

RICHMOND ATLANTA DALLAS NEW YORK CHICAGO

NEW YORK?

THEN IT'S

The COLLINGWOOD HOTEL

A good hotel in a quiet and convenient location. Attractive to discriminating people. In the heart of the Retail and Wholesale districts.

Special attention to ladies traveling unescorted.

RATES

from $2 Single to $12 Suites

SETH H. MOSELEY, Owner

John W. Gannon, Managing Director

Between 5th Avenue and Broadway, on 35th Street, New York City

✣ ✣ ✣ TEACHERS' AGENCIES ✣ ✣ ✣

THE FISK TEACHERS' AGENCIES

Boston, Mass., 120 Boylston St. — Pittsburgh, Pa., 549 Union Trust Bldg.
New York, N. Y., 225 Fifth Ave. — Birmingham, Ala., 808 Title Bldg.
Syracuse, N. Y., 139 Fage Ave. — Kansas City, Mo., 1020 McGee St.
Philadelphia, 1420 Chestnut St. — Portland, Ore., 409 Journal Bldg.
Send for circular and registration form free

New York
BTB
Philadelphia

BRYANT TEACHERS BUREAU, Inc.

1759-60 SALMON TOWER
11 WEST 42ND STREET New York City
Member National Association of Teachers' Agencies

GRINS BETWEEN GRINDS

Papa's Footsteps

With a sentimental leaning toward the days of his youth, a business man sent his son to the college where he himself was educated. "I should like to see my father's record," said the son to the head of the college.

"I shall be very pleased to show you the record," was the reply. "But have you any special reason for consulting it?"

"Well," replied the youth, "when I left home dad told me not to disgrace his record, and I only want to see how far I can go!"—Montreal Star.

Kinds of Hostesses

The men may have their little individual ways with trout flies and beer, but the ladies also have their own codes. What about the English, Irish and Scottish hostesses, for instance? The guest who found she had no sugar in her tea, applying to the first, would be told: "Oh, my dear, I am sorry: pass your cup and let me give you some." The Irish hostess, under the same circumstances, would respond: "Och, darlin', here's the basin; help yourself!"

But the Scottish hostess would say: "Maybe ye havena stir-r-redit."—Sporting and Dramatic.

Excluded

Into swanky St. Thomas Church, on 5th avenue, walked a shabby negro. After due inquiry and some difficulty he located the rector of the same, and said to him: "Sah, I'd like to join dis chu'ch." The rector of St. Thomas' was in a dilemma. "My good man," he said, at last, "where do you live?" "I lives in Harlem," was the reply. "Then don't you think it might be wise for you to join a church in your own neighborhood?" "Yas, sah, but I desires to join dis chu'ch." The doctor pondered. "My man," he said, "suppose you go home and pray over this important step." This the negro agreed to do. The next day he again appeared before the rector. "Rectah," he said, "I went home like you tole me and prayed to de Lawd how could I get into St. Thomas' Church, and God He appeared an' said: 'Lawdy, man, don' ask Me—I can't get into dat chu'ch Maself!' "—Judge.

Curiosity Killed a Bank Account

"You don't love me any more. When you see me crying now you don't ask why."

"I'm awfully sorry, my dear, but these questions have already cost me such a lot of money." — Montreal Star.

Come Back Later

"It must be awful to be a debt collector. You must be unwelcome wherever you go."

"Not at all. Practically everybody asks me to call again."—Nebelspalter Zurich.

Why Not?

A lady in Canada had a Chinese servant whom she was trying to teach to answer the front-door bell. To test him she went to the door and rang the bell, which he soon answered, and was astonished to find his mistress there. A short time afterwards the bell rang again, and nobody answered it. The lady, getting tired of listening to it, opened the door, and found the Chinaman there. "What on earth are you ringing the bell for?" she asked him. "Well," replied the Chinaman, "you foolee me, I foolee you."—Vancouver Province.

New World Language

A new world language, called "Anglic," based on modern English, but in simplified spelling, has been launched in Stockholm by a Swedish professor, R. E. Zachrison, of Upsula University. The advocates of this manner of expression, who include a number of spelling reformers in the United States and Great Britain, claim that "Anglic" has an excellent chance of becoming the dominating world language of the future. Teaching experiments conducted by Professor Zachrison, and started immediately following the publication of his linguistic system a few months ago, are reported to have given successful results. Professor Zachrison's students were reported able to read and converse readily in his "reformed" English, after a course in "Anglic." They took twenty lessons of ninety minutes each.

Reading Gains in England

Despite the world-wide depression, 1930 was the most prolific year in the history of British publishing, according to figures just made public. A total of 15,393 books was issued during the year, as against 14,486 last year. "The ill wind of financial stringency has had a stimulating effect on reading, as can be proved from the statistics of public libraries," it is stated. "When money is scarce for the theatres or talkies, then the joys of an armchair and a book are discovered. Fiction again accounted for more than a quarter of the year's total, and marked increases were also shown in technology, history, biology, science, religion, sociology, the fine arts, and travel."

Why Teachers' Eyes Need Care

FACING the light all day; subjected to irritating chalk dust; correcting papers or doing research work at night—no wonder a Teacher's EYES so often feel Tired, Dull and Heavy.

A few drops of *Murine* Night and Morning will protect your EYES from irritation and keep them in a Clear, Bright, Healthy Condition. Harmless!

Write THE MURINE COMPANY
Dept. 77, Chicago
for FREE EYE CARE BOOK

MURINE FOR YOUR EYES

Drive in Aid of Country School

Elementary and secondary school opportunities in rural America lag far behind facilities which are being offered to city children, according to a research survey of the National Education Association, which is "mobilizing its forces" this year to attack the problem of raising educational standards in country schools. The survey found rural schools as a whole worse housed, more inadequately supported, worse staffed, with more backward curricula and more loosely co-ordinated than urban systems. William G. Carr, of the research division of the association, who made the study of "Some Crucial Problems in Rural Education," outlined eight major needs of rural schooling in America, as follows: Better teachers; longer terms and better attendance; greater opportunities for secondary education; a vitalized curriculum; modern buildings, effectively equipped; better understanding between rural citizens and their schools; better units of administration and supervision, and more equitable financing. More than half of America's public school children, he pointed out, come from rural homes, using the term "rural" to cover communities under 2,500 inhabitants, in accordance with the usage of the United States Census Bureau. About 500,000 public school teachers are employed in the schools of rural communities. About two-thirds of all the nation's schoolhouses are of the familiar one-room type, Mr. Carr said.

Must Have Good Marks

The University of Missouri faculty has ruled that students participating in more than one intercollegiate sport in the school year must average "M" in his best twelve hours during the preceding semester. This rule supersedes the former ruling, which made eligibility in two or more sports dependent upon a grade of "M" in all studies of the athlete in the semester preceding his competition.

FRANK IRVING COOPER CORPORATION
ARCHITECTS ENGINEERS
Specializing in Schoolhouse Planning
47 Winter St., Boston, Mass.

Wm. B. Ittner, Inc.
ARCHITECTS
A record of achievement.
475 Schools in
116 Cities and Towns in
28 States
St. Louis, Mo.

TEACHERS' AGENCIES

WILLARD W. ANDREWS, Pres. F. WAYLAND BAILEY, Secy.

ALBANY TEACHERS' AGENCY, Inc.

Supplies Schools and Colleges with Competent Teachers
Assists Teachers in Obtaining Positions

We receive calls for teachers from every state in the Union and can certainly be of service to those who wish to teach and WHO ARE QUALIFIED TO DO GOOD WORK.

74 CHAPEL STREET, ALBANY, N. Y.
SEND FOR CIRCULARS

ALBERT TEACHERS AGENCY
25 E. Jackson Blvd.
CHICAGO, ILL.
535 Fifth Ave., New York
Hyde Bldg., Spokane, Wash.

45TH YEAR.—Executives and teachers for all kinds of Public School work, and men and women for good positions in State Teachers Colleges, Universities, and Private Schools, in good demand. Many thousands have secured PROMOTION through this Agency. Why not you? Booklet free.

AMERICAN AND FOREIGN TEACHERS AGENCY 19 WEST 44TH ST. NEW YORK
Recommends instructors, teachers, tutors and governesses for colleges, schools and families. Careful selection for individual needs.
MISS AGNES HOOKER - MISS NELLIE R. TALBOT
Successors to Mrs. M. J. Young-Fulton

THE CARY TEACHERS' AGENCY Our business is done by *recommendation* in answer to *direct calls* from employers.
C. WILBUR CARY, Manager, 36 Pearl St., Hartford, Conn.
ROSE E. BRADBURY, Manager, 14 Beacon St., Boston, Mass.
GEORGE H. LARRABEE, Manager, Clapp Memorial Bldg., Portland, Me.

THE CORLEW TEACHERS' AGENCY
GRACE M. ABBOTT, MANAGER
120 Boylston Street, Boston
Member of National Association of Teachers' Agencies

THE FICKETT TEACHERS' AGENCY
Edward W. Fickett, Prop. Telephone Hay. 1678
N. A. T. A. Member
8 Beacon Street, Boston Established 1885

KELLOGG'S TEACHER'S AGENCY
Established 1889
31 Union Square, New York, N. Y. (Broadway at 16th Street)
B. F. Mannion, Miss M. B. Gosman } Managers
Telephone Algonquin 1756
We have been supplying teachers to the Public and Private Schools for over forty years. We have no branches. All applications for membership and all requests for teachers receive the personal attention of the managers. Call, write, or telephone us for careful personal service.
Member National Association of Teachers' Agencies

WINSHIP TEACHERS' AGENCY
ALVIN F. PEASE, Manager
6 Beacon St. . . . Boston, Mass.
Long Distance Telephones
Office and Residence
PROMPT! COURTEOUS! FAIR!
Member of National Association of Teachers' Agencies